


# Content-Rich Instruction: Building K-12 Connections via the Six AP Themes

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Laura Terrill  
Central States 2013

clementi-terrill2012.wikispaces.com






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**Learn with NADSFL: Content-Rich Units: Incorporating AP Themes at All Levels**  
ACTFL, November 2012

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Powerpoint - Content Rich Units	
Essential Question Chart	 <b>Essential Question Chart.docx</b> <a href="#">Details</a> <a href="#">Download</a> 23 KB
Contemporary Life: Balance of Life	 <b>Balance of Life Standards-Based IPA Unit.d</b> <a href="#">Details</a> <a href="#">Download</a> 26 KB
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Template Blank - Standards-Based IPA Unit	 <b>Standards-Based IPA Unit Blank Template.c</b> <a href="#">Details</a> <a href="#">Download</a> 21 KB

## Overview

- 1 • Entry Points to Curriculum Design
- 2 • Role of AP Themes in Selecting and Developing Content-Rich Units
- 3 • Sample Units

## Curriculum Design

What elements do you consider when you begin to develop curriculum for your world language program?

What national initiatives influence your decision-making?

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# The 5 Cs

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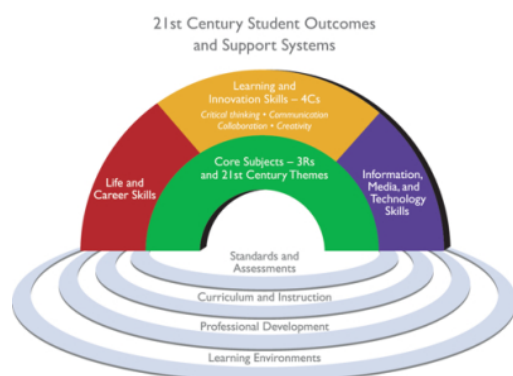
Students who are college and career ready....

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

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## 21<sup>st</sup> Century Skills

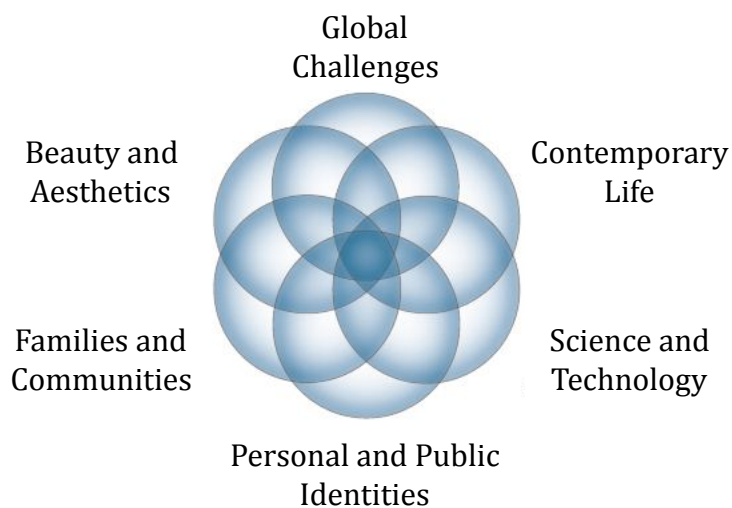


Communication  
Collaboration  
Critical Thinking  
Creativity

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## AP Themes



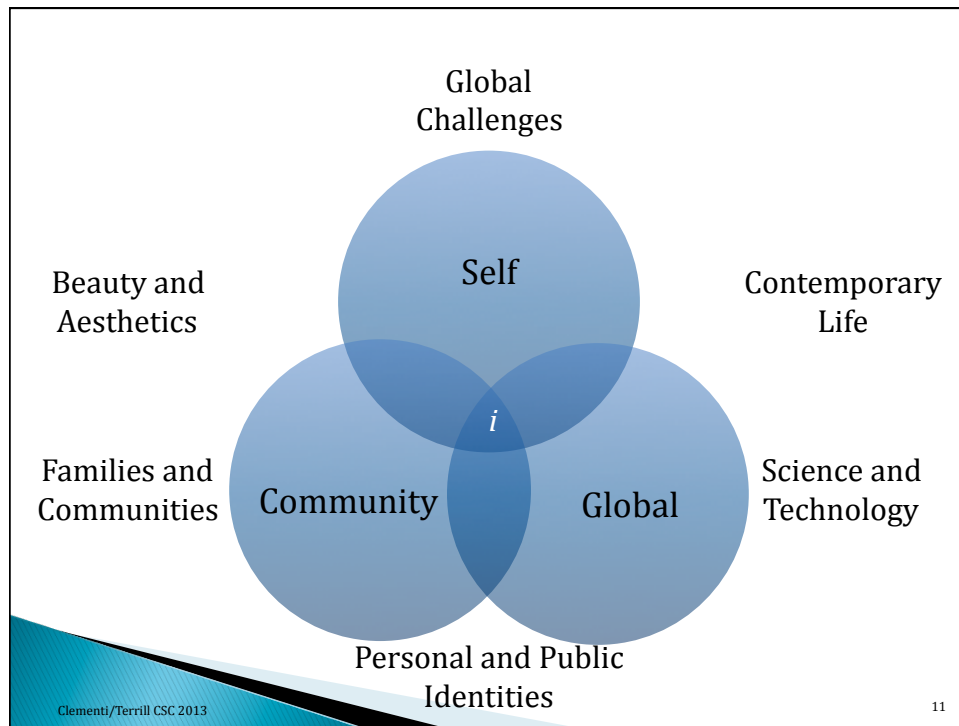
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Global Challenges	Contemporary Life	Personal and Public Identities
<ul style="list-style-type: none"> <li>• Diversity Issues—tolerance</li> <li>• Economic Issues</li> <li>• Environmental Issues</li> <li>• Health Issues</li> <li>• Human Rights</li> <li>• Nutrition and Food Safety</li> <li>• Peace and War</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising and Marketing</li> <li>• Education</li> <li>• Holidays and Celebrations</li> <li>• Housing and Shelter</li> <li>• Leisure and Sports</li> <li>• Professions</li> <li>• Rites of Passage</li> <li>• Travel</li> </ul>	<ul style="list-style-type: none"> <li>• Alienation and Assimilation</li> <li>• Beliefs and Values</li> <li>• Gender and Sexuality</li> <li>• Language and Identity</li> <li>• Multiculturalism</li> <li>• Nationalism and Patriotism</li> </ul>
Beauty and Aesthetics	Families and Communities	Science and Technology
<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Contributions to World Artistic Heritage</li> <li>• Ideals of Beauty</li> <li>• Literature</li> <li>• Music</li> <li>• Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Age and Class</li> <li>• Childhood and Adolescence</li> <li>• Citizenship</li> <li>• Customs and Ceremonies</li> <li>• Family Structures</li> <li>• Friendship and Love</li> </ul> 	<ul style="list-style-type: none"> <li>• Current Research Topics</li> <li>• Discoveries and Inventions</li> <li>• Ethical Questions</li> <li>• Future Technologies</li> <li>• Intellectual Property</li> <li>• The New Media</li> <li>• Social Impact of Technology</li> </ul>

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## Remember Marcel Proust...



*"The real voyage of discovery is not in seeking new landscapes but in seeing with new eyes."*

## Content-rich Units are....



- ▶ Intrinsically interesting
- ▶ Cognitively engaging
- ▶ Culturally connected  
and
- ▶ Communicatively purposeful...

--Curtain, Clementi, Sandrock

*...not merely thematic vocabulary lists*

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## Important Questions Guide Choices

**FOOD** CLOTHING **EMOTIONS** SCHOOLS

**SPORTS** HISTORY **OUTDOORS** HOLIDAYS

PROFESSIONS SHOPPING  
**TRANSPORTATION**

FAMILY **ART** CITIES **TRAVEL** HOUSES

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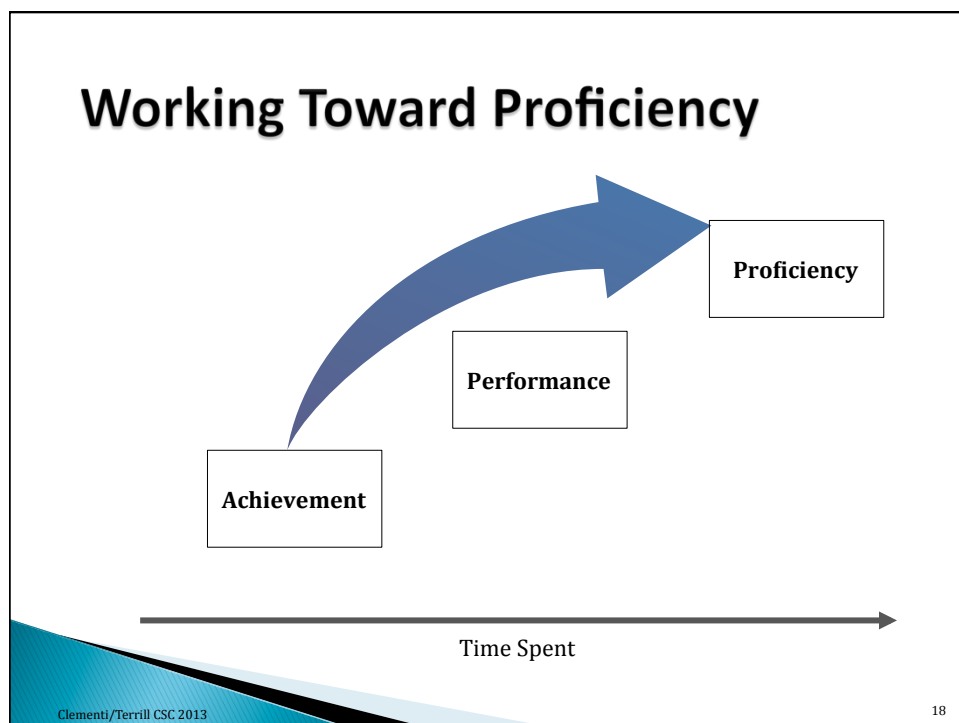
Personal and Public Identities	Important Questions
Food Emotions History	Who am I? You are what you eat: is that true? Who is a friend? What makes you happy? What makes a person famous? Why do we stereotype/generalize?
Families and Communities	Important Questions
Family Cities Holidays	How do you describe a family? Why is community important? How does where you live influence who you are? What do we celebrate?

Contemporary Life	Important Questions
Transportation Sports Professions Houses Shopping	Are you healthy? What jobs will be needed in 2020? How much space do you need? What do you need vs what do you want?
Beauty and Aesthetics	Important Questions
Outdoors Clothing Art Music Travel	What makes a place beautiful? What influences first impressions? Does clothing tell a story? What is beauty? How does music influence your mood? What is the perfect travel destination?

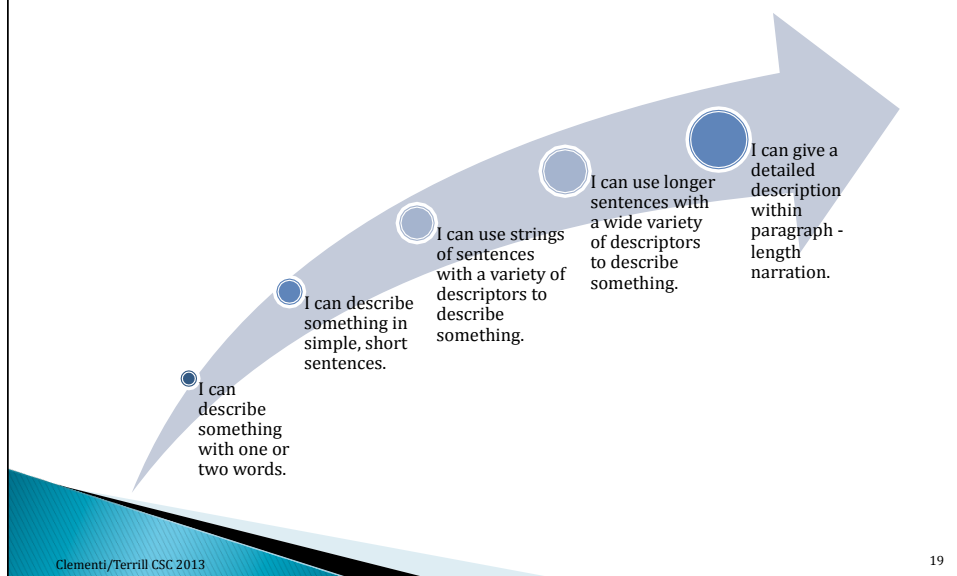


Global Challenges	Important Questions
Nature Daily lifestyles Children's rights We all need....water, food, etc. Education	How green is your lifestyle? Why do we need schools? What does it mean to be educated? What do you need vs what do you want? Why do we need green space? What is a global citizen?
Science and Technology	Important Questions
Famous people History	What impacts our health? What discoveries/inventions/inventors have changed the world? How does technology open avenues of communication? How does technology impact our lives?

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## Describe people, places and things



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	NOVICE	INTERMEDIATE	ADVANCED
Personal and Public Identities	Who am I? → → → → → → → →	How do I relate to or connect with others? → → → → →	How does learning another language and culture influence who I am and my view of the world?
	How does what I do define who I am? → → → →	What am I doing to gain the skills that I am likely to need for my future? → → → →	How is my identity being shaped over time?
Families and Communities	What is friendship? → → → → →	Who is a hero and what role does a hero play? → → → →	What role does collaboration play in global citizenship?
	Why is community important? → → → → →	How do places and events define and impact the identity of a community? → →	How do communities develop and how do they reflect society?
Contemporary Life	How balanced is your lifestyle? → → → →	What is wellness? → → → → →	What role does media play in shaping public opinion?
	How does clothing tell a story? → → → →	How does stereotyping impact society? → → → →	What is the relationship between consumer and producer?
Beauty and Aesthetics	How does society recognize and promote beauty? → →	How do you express yourself? → → → →	How can schools encourage creativity and innovation?
	Why are movies art? → → → →	How do music and art reflect time and place? → → → →	What makes a piece of literature a classic?
Science and Technology	Who are the inventors? → → → →	How are advances in science impacting my life today? → → → →	What is the connection between exploration and innovation?
	What does it mean to "be green"? → → → →	What is the relationship between man and nature? → → → →	Why is biodiversity important?
Global Challenges	What are the rights of a child? → → → →	Why can't all children go to school? → → → →	Why do people immigrate?
	What is hunger? → → → → →	What is the connection between clean water and quality of life? → → → →	How does overpopulation impact quality of life around the world?

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## Contemporary Life: A Balanced Lifestyle



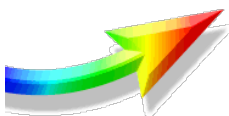
[realizations-to-living-a-balanced-life.jpg](#)

<b>Language and Level</b>	French Novice Mid → Novice High
<b>Theme</b>	<b>Contemporary Life : A Balanced Lifestyle</b>
<b>Important/ Essential Question(s)</b>	How balanced is your lifestyle? What do you do to be healthy?
<b>Goals</b>  What should students know and be able to do by the end of the unit?	Students will: ➤ compare lifestyles of their family members with those of families in (Epernay) in terms of balance. ➤ make recommendations for ways to create or maintain balanced lifestyles. ➤ explore health and wellness websites to identify elements of a healthy lifestyle. ➤ create a presentation for the (community) highlighting ways to promote balance of life.

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### Your Turn



1. Identify the level of your students.
2. Select your theme.
3. Write your essential question(s).
4. Write goal statements keeping the standards in mind.

Laura Terrill, ACTFL 2012

**Interpretive**

Students will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas in English and will complete a graphic organizer based on information found in the text.

**Performance Tasks**

**Presentational**

Students will create a presentation for the community highlighting ways to promote a balanced lifestyle. They might participate in a wellness fair or create a virtual wellness fair online.


**Interpersonal**

In pairs or small groups students share what they have learned about their lifestyle and their family's lifestyle in terms of balance.

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## A Balanced Lifestyle



<b>Cultures</b>	<b>Products Practices Perspectives</b>	Café Stopping with friends for coffee It's not the coffee, it's the conversation
	<b>Products Practices Perspectives</b>	School year calendar Regular breaks, holidays Balance

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image: <http://bienvenueentrenous.unblog.fr/2010/10/28/divertissements>  
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## A Balanced Lifestyle

	Culture	Language
<b>Comparisons</b>	Work time/leisure time Mealtimes with/without family Weekend activities Walking/driving Teenagers working during school year/summer Life expectancies Work to live/live to work	"la joie de vivre" "metro, boulot, dodo" "Ne t'en fais pas!" Détente Making polite recommendations



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image: simounet.net

	Other Disciplines	Technology
<b>Connections</b>	<b>Health and wellness:</b> Compare recommendations for healthy lifestyles <b>Media studies:</b> Impact of media on lifestyles; marketing diet/exercise	Teachers can create a safe, free space for student blogs and more: <a href="http://kidblog.org">http://kidblog.org</a>
<b>Communities</b>	Look at a community-based issue related to balanced lifestyles and offer solutions. Examine personal lifestyles and make adjustments as needed	

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### Connections to Common Core

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Speaking and Listening: 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Language: 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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### Tool Box

Language Functions	Structures	Essential Vocabulary
<b>Compare</b> <i>lifestyle routines</i>	plus que, moins que, aussi que	Une bonne hygiène de vie
<b>Describe</b> <i>your daily schedule</i>	(le) lundi...	Un régime équilibré
<b>Ask and answer questions</b> <i>about daily routines</i>	interrogative pronouns and adjectives	La détente Faire de l'exercice Se détendre/se dépêcher
<b>Express frequency</b> <i>saying when and how often you do certain things</i>	adverbs	Être détendu/être stressé
<b>Express needs</b> <i>saying what you need to do to be healthy</i>	Il faut / Il me faut	Souvent/rarement
<b>Express opinions</b> <i>about daily activities, schedules</i>	Il est important de, Il est bon de	De temps en temps Normalement
<b>Make suggestions</b> <i>about ways to be healthy</i>	Tu devrais / Vous devriez Il te/vous faut	(x) fois par jour/semaine/mois

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Key Learning Activities			
Mode of Communication	Learning Activity	Purpose	In-class / Home
Interpretive	Song – <i>Ma Vie au Soleil</i> – Watch video clip, list activities that relate to <i>métro, boulot, dodo</i> and activities that relate to a more relaxed lifestyle.	Hook	Class
Interpretive	Read French Girl in Seattle: <i>Une Visite au café</i> . Select an image from the article or a personal image. Explain the role of the café from the perspective of the article and from your perspective. Use French when you can. Post your image and comments....	Flipped Enhanced Back-ground info	Home
Interpretive	Work with short reading <i>La Détente</i> – connect détente activities to images	Vocab	Class
Interpretive Interpersonal	Look at <i>Calendrier des fêtes</i> and compare to school calendar. Consider actual holidays, days off. Look at images with Zone A, B and C. Compare to US system of school holidays. Discuss schedules with partner	Compare	Class

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## A Balanced Lifestyle



### CULTURE DE LA CHAMBRE

Les jeunes passent beaucoup de temps chez eux et plus particulièrement dans leur chambre.

Les adolescents consacrent en moyenne :

- 1 heure 27 par jour à Internet.
- 1 heure par jour à la télévision, pour les 11-12 ans, et 1 heure 40 pour les 16-18 ans.
- presque 1 heure par jour pour les 13-15 ans.....

### Resources

Other resources at wiki:

<http://clementi-terrell2012.wikispaces.com>

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## Interpretive Task:

Students will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas in English and will complete a graphic organizer based on information found in the text.



image: edulasse.ch

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## Mes activités et passe-temps préférés



### Loisirs et plein-air

J'aime jouer dehors avec mes amis. En été, je fais de la voile. J'ai un petit dériveur **Laser 1** et je commence à m'entraîner à faire des régates. Mais parfois la météo m'oblige à demeurer à l'intérieur. J'en profite pour construire des **modèles réduits** ou pour jouer avec mon petit frère avec mes **Lego** ou avec mon **Nintendo 64**.



### TÉLÉ & VIDÉO

J'aime les dessins animés des **Simpsons** et de **Taz** (Le diable de Tazmanie). Mon film préféré: **Coeur Vaillant** avec Mel Gibson.

<http://www3.sympatico.ca/serge.richard2/page5.html>

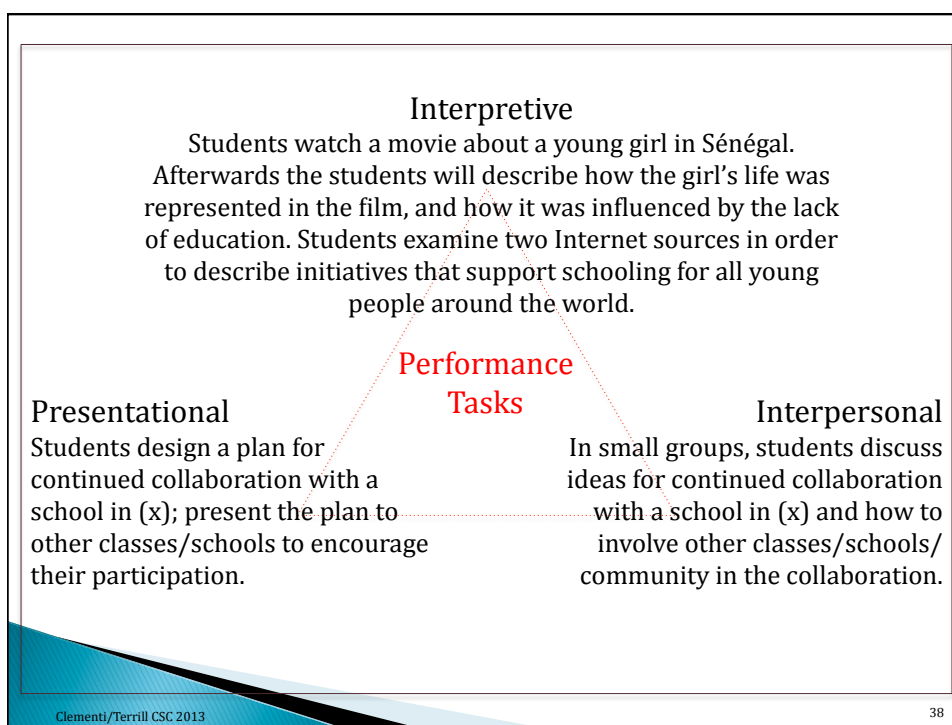
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<b>Language and Level</b>	French – Novice High → Intermediate Low
<b>Theme</b>	Global Challenges: Education
<b>Important/ Essential Question(s)</b>	Why can't all young people go to school?
<b>Goals</b>  What should students know and be able to do by the end of the unit?	<p>Students will:</p> <ul style="list-style-type: none"> <li>➤ describe the current status of education of young people locally, nationally, and globally.</li> <li>➤ identify and categorize economic, political, and social reasons why young people around the world cannot go to/ stay in school.</li> <li>➤ give reasons why going to school is important to oneself and locally, nationally, globally.</li> <li>➤ give examples of initiatives to support schooling for all young people around the world.</li> <li>➤ connect with a school in (x) to learn more about the school; collaborate to develop a plan for continued cooperation.</li> </ul>

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## Interpersonal Task :

In small groups, students discuss ideas for continued collaboration with a school in (x) and how to involve other classes/schools/community in the collaboration.

Reconstruction Haïti

### RECONSTRUCTION HAÏTI : CAMPAGNE UNICEF D'AIDE AUX ENFANTS

L'Unicef France lance une campagne nationale pour aider au retour à l'école des enfants haïtiens :



"Les écoles se construiront et les enfants se reconstruiront".

Tel est le message de cette campagne qui ne laissera personne indifférent. Une photo montage met en scène une classe d'enfants haïtiens, qui n'a pas été touchée par le séisme, au milieu des gravas, pour mettre l'accent sur la nécessité de la scolarisation afin d'aider les enfants à se rétablir après le traumatisme du séisme. Cette campagne est un appel à tous nos donateurs pour ne pas relâcher leurs efforts.

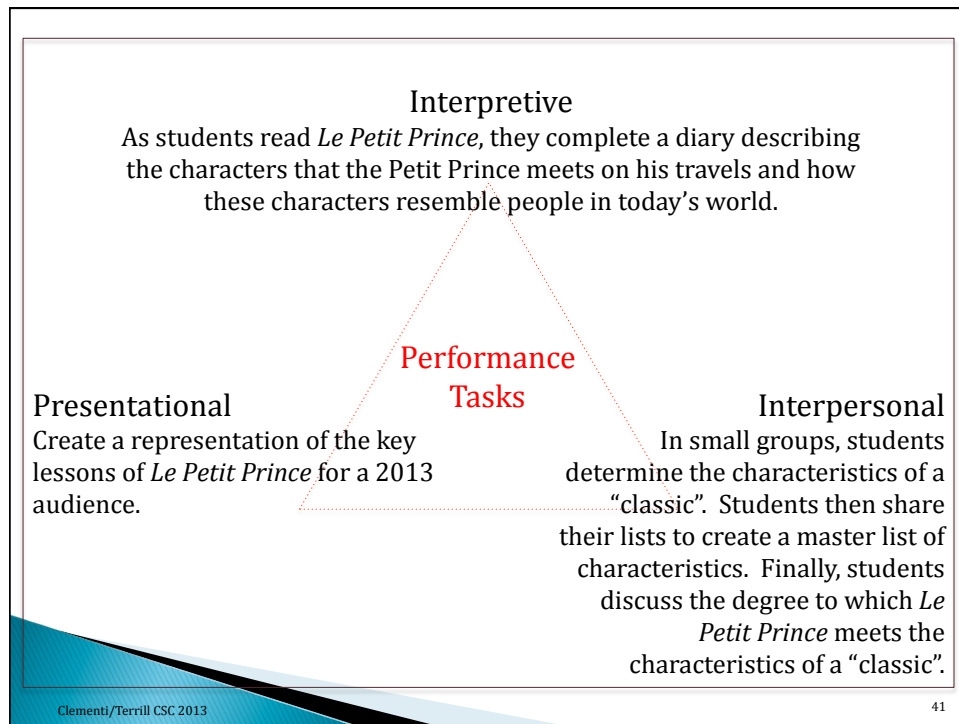
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<http://www.unicef.fr/contenu/info-humanitaire-unicef/reconstruction-haiti> 39

<b>Language and Level</b>	French – Intermediate Mid → Intermediate High
<b>Theme</b>	<b>Contemporary Life: Lessons for Life</b>
<b>Important/ Essential Question(s)</b>	How do you prioritize work, family, friends, leisure to achieve a balanced lifestyle? What makes a piece of literature a “classic”?
<b>Goals</b>	Students will: <ul style="list-style-type: none"> <li>➤ read and analyze the plot, characters, symbolism and themes in <i>Le Petit Prince</i>.</li> <li>➤ describe the characters and their priorities in <i>Le Petit Prince</i> (1943) and evaluate the degree to which these characters and priorities exist today (2013).</li> <li>➤ compare the concept of friendship in French culture to the concept of friendship in the United States.</li> <li>➤ rate <i>Le Petit Prince</i> in terms of its representation as a classic of literature.</li> </ul>
What should students know and be able to do by the end of the unit?	

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## Presentational Task :

Create a representation of the key lessons of *Le Petit Prince* for a 2013 audience.




image: <http://www.lepetitprince.com>

Based on your previous work with thematic units and the discussion today, what are the advantages to teaching language through thematic units?

## Pathways to Excellence

Preparing students for meaningful interactions with people around the world, helping them understand their own culture, and preparing them to be explorers: being curious, asking questions, being open to sharing new experiences and new ideas, ultimately with the goal of creating networks of collaboration to address the problems facing today's world.

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